

# GEORGE BROWN

THE CITY COLLEGE

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*A*NUAL REPORT TO  
THE MINISTER, 1993



## *M*ission STATEMENT

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George Brown's mission is to be  
a student-oriented, multicultural,  
highly diversified, innovative centre  
of learning in central Metropolitan  
Toronto, providing high-quality  
education, training, research,  
development and social services  
with integrity, professionalism and  
a sense of caring.

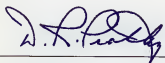
IT IS WITH pleasure that we submit the George Brown College Annual Report for 1993.

The past year has been one of the most dynamic in George Brown's quarter-century history. In an environment highlighted by continuing recession, high unemployment, declining revenue and changing government policy, the college worked to improve its ability to respond quickly and effectively to the complex social and economic needs of its community.

Major inroads into two significant strategic directions involving both the philosophical and physical orientation of the college were made with the full involvement of the college community. One of those strategic directions is the development of a comprehensive academic plan that will shape the academic identity of the college. A draft plan was developed in a highly participatory manner, involving many activities and a wide cross-section of the college community. We now look forward to the process of implementing the many excellent recommendations made in the report submitted by the Academic Plan Steering Committee.

At the same time, the college moved ahead with plans to improve the efficiency of its physical plant by consolidating from four campuses to two. This is the most significant physical undertaking at the college since the establishment of the two main campuses in the 1970s. It is important to note that our ability to begin construction on the first phases of this \$35-million campus renewal plan came as a direct result of the \$13.5 million we received from the Ministry of Education and Training.

As a college, we are already experiencing positive benefits from these important initiatives. Despite the financial challenges we continue to face — as all colleges do — there has been a feeling of anticipation and excitement among the George Brown community. We will continue to build on this climate of renewal as we move forward with these and other important projects in the years ahead.



**DAVID PRATLEY**  
CHAIRPERSON,  
BOARD OF GOVERNORS



**JOHN RANKIN**  
PRESIDENT

FOR MORE THAN a quarter century, George Brown College has served the City of Toronto — the largest and most dynamic city in Canada — with educational programs and training. Because of the college's strong connection to the community, and its commitment to respond to the specific needs of that community, the social and economic environment of Toronto has had a significant impact on the college's strategic planning. Following are some of the most important aspects of the college's internal and external environments.

## DEMOGRAPHIC DIVERSITY:

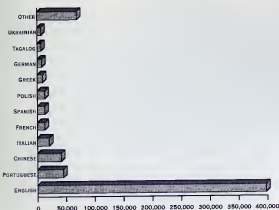
George Brown's mandate is to serve the City of Toronto, a relatively small area that makes up the core of the Greater Toronto Area — the country's largest metropolitan area, with a population of more than 4.2 million people.<sup>1</sup> According to the most recent demographic studies, more than 635,000 people live within the boundaries of the City of Toronto, making up more than a quarter of the population of Metropolitan Toronto. The city's population exhibits several key characteristics that vary considerably from its neighbouring cities. For example:

- The city has a higher percentage of residents who live alone, and families tend to be smaller and the children older.
- Baby boomers, who are now in the 25 to 45 age group, make up a larger percentage (41 per cent) of the population of the City of Toronto than surrounding communities.
- The city continues to be a destination for immigrants coming to Ontario. More than 35 per cent of the population speak a mother tongue other than English or French.

The City of Toronto is a centre of employment not only for its resident population, but also for the region. More than 600,000 people are employed within the city, many of whom commute daily from neighbouring municipalities. More than half of all employees work in offices, many in financial or government services. Currently, Toronto's workforce includes 46 per cent women, 16 per cent racial minorities, five per cent people with disabilities and one per cent aboriginal people.

The college's student population tends to reflect the larger community. Over the past year, several studies of George Brown students have been conducted to assist in strategic planning and the development of appropriate programs and services.

**MOTHER TONGUE GROUPS —  
TORONTO CENSUS METROPOLITAN  
AREA, 1981-1986**



1. All statistics in this section from Statistics Canada 1991 Census of Population; City of Toronto Planning and Development Department Research Bulletin 30, April 1993.

One of the most significant of those studies surveyed students who were in their first year of a post-secondary program during November, 1992.<sup>2</sup> Conducted in association with five other Toronto-area colleges, the study surveyed over 1,200 George Brown College students. Some of the highlights of the study indicated:

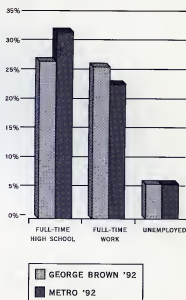
- there are slightly more female first-year students (52.6 per cent) than male at George Brown College;
- almost one-third of first-year students are 26 years of age or older;
- about one-quarter of first-year students have financial dependants;
- almost as many post-secondary students come to George Brown from the workforce (26 per cent) as come from high school (27.3 per cent);
- 14.5 per cent of first-year students have a college diploma or university degree, and 7.9 per cent did not complete high school (both higher statistics than the Metro average); and
- 42 per cent of first-year students were born outside Canada.

Continuing education students were also surveyed in a study initiated in February, 1993, in association with the four other Metro colleges.<sup>3</sup> Of the over 41,000 students surveyed, 6,931 were from George Brown. While results revealed significantly different demographics in the five colleges, George Brown students were found to have the following characteristics:

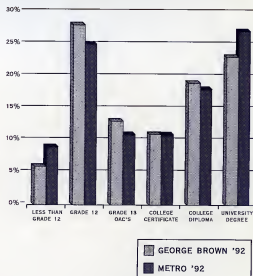
- most continuing education students are female (60 per cent);
- 62 per cent of continuing education students are over the age of 30;
- continuing education students have diverse educational backgrounds, including university degrees (27 per cent), college diplomas (18 per cent) and less than grade 12 education (9 per cent);
- fewer continuing education students are working full-time than when last surveyed — 60 per cent as compared to 81 per cent in 1986.

In addition, a study of more than 600 George Brown College apprentices was undertaken in March, 1993 to improve understanding of the apprenticeship system.<sup>4</sup> Results of this study revealed significantly different demographics than those of post-secondary or continuing education students, including a much higher percentage of male apprentices (94 per cent), a majority of apprentices who were born in Canada (62 per cent) and a majority who speak only English at home (75 per cent).

**CAME TO COLLEGE FROM:  
FIRST-YEAR POST-SECONDARY  
STUDENT SURVEY**



**HIGHEST LEVEL OF EDUCATION:  
CONTINUING EDUCATION WINTER 1993**



2. Survey of First-Year Post-Secondary Students at George Brown College, February 1993.

3. The Metro College Continuing Education Survey, March 1993.

4. George Brown College Apprentice Survey Report, May 1993.



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#### **ECONOMIC CONDITIONS:**

Economic recession and restructuring continue to have a dramatic impact on the college. Traditionally, the college has relied on government funding for most of its revenue, with the level of funding related to the amount of education and training the college provided to the community. In today's economic environment, however, funding is based primarily on what the government can afford. The Ministry of Education and Training operating grant has been reduced, as has provincial funding for specific programs. Additionally, the provincial government has implemented major reductions in funding through social contract legislation. The college has also had to deal with a 50 per cent reduction in federal funding for retraining programs and decreasing revenues in apprenticeship training as a result of recession-induced layoffs in the manufacturing and construction sectors.

Even as the college strives to meet the challenge of these fiscal realities, community demand for education and training continues to grow. For thousands of workers who have lost their jobs because of plant closures, restructuring and downsizing in both the public and private sectors a return to the labour force depends primarily upon their opportunities for retraining. The college is committed to finding ways to meet that demand despite current financial limitations.

At the same time, government and employers are calling for more accountability from the education and training system, with requests for initiatives such as common program standards, prior learning assessment, general education and generic skills training. Never before has there been such insistent demand for high-quality, relevant and cost-effective education and training.

OVER THE NEXT three to five years, George Brown College will focus on the following strategic directions:

- **ACADEMIC PLAN 2002, A BLUEPRINT FOR THE EDUCATIONAL RENEWAL OF GEORGE BROWN, WILL ESTABLISH THE BASIC ACADEMIC ARCHITECTURE AND FUTURE PROGRAMMING DIRECTION OF THE COLLEGE.**

When the Academic Plan Steering Committee tabled the draft plan in May, 1993, it represented the culmination of a year-long process of review and consultation on the part of the entire college community and marked the starting point for the college's next decade of operation.

The creation of a plan to serve as a master framework for the academic identity of the college is a top priority for George Brown. It is intended that the Academic Plan will be the driving force behind other aspects of strategic planning, including finances, facilities and human resources planning.

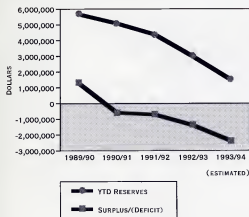
From the beginning, it was considered vital that the process involve the entire college community and, over the past year, hundreds of people — support staff, administrators, students and faculty — participated in the development of the draft plan. With the Academic Plan Steering Committee guiding the process, and task forces working on critical issues of programming, general education, learning resources, and access and student services, activities were held throughout the year to allow students and staff an opportunity to contribute their thoughts on how George Brown can best serve its community.

The draft plan includes a vision for the future and over 150 recommendations from the four task forces that embrace virtually every aspect of the college's operation. The college is now in the process of prioritizing those recommendations and mapping out an action plan for implementation. Related to the Academic Plan, George Brown has launched these initiatives:

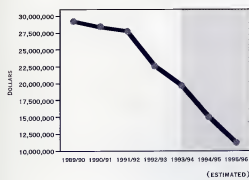
**PROGRAM REVIEW.** The Academic Plan provides for ongoing program review to systematically review and assess all college programs. The college has established a formal process — titled Quality Scan — to carry out that program review. To date, about one-third of all programs have undergone a thorough review by the Program Evaluation and Review Committee. In addition to ensuring consistent, high quality programming in all academic areas, the program review process will ensure that George Brown programs meet criteria that will be established by the provincial **College Standards and Accreditation Council**.

**PRIOR LEARNING ASSESSMENT.** Consistent with government initiatives to implement prior learning assessment, the college has made significant progress in establishing an infrastructure to support prior learning assessment.

**SURPLUS/(DEFICIT)  
AND RESERVES POSITION**



**FEDERAL FUNDING TREND**



**APPRENTICESHIP TASK FORCE.** In recognition of the significant reductions in apprenticeship training and the provincial government's thrust towards reform and revitalization of the province's apprenticeship system, an Apprenticeship Task Force has been established. Its mandate is to develop a strategic plan for the future of apprenticeship at George Brown. The plan, which will support a leadership role for the college in apprenticeship training, will be an integral part of the Academic Plan. In addition, the task force has developed and submitted new apprenticeship training programs for consideration by the Ministry of Education and Training.

**EQUITY ACROSS THE CURRICULUM.** An education equity resource group is working on a manual of materials for inclusive teaching and learning and is developing strategies to promote equity across the curriculum.

**• THE CAMPUS DEVELOPMENT PLAN WILL GUIDE FUTURE USE OF THE COLLEGE'S PHYSICAL RESOURCES.**

At the time of its last annual report, George Brown College was awaiting provincial response to a request for approval and funding of a plan that would improve the use of physical space and reduce maintenance costs.

Since then, the college has created a five-year master campus development plan that will cost an estimated \$35 million to complete. The plan addresses both the need to be more cost-effective and the need to improve the physical environment of the college because of aging and deteriorating facilities. The plan calls for the consolidation of all college programs at its two main campuses — Casa Loma and St. James — over the next few years. The college's two smaller campuses — Kensington and Nightingale — will close. In addition, a day-care centre will be constructed at Casa Loma Campus.

With the help of a \$13.5-million grant from the province for the first phase of the plan, the college has successfully begun implementation of its Campus Development Plan. By March 31, 1993, Phase 1.1 was completed, including new facilities and classrooms at both St. James and Casa Loma. It is anticipated that Phase 1.2 will be completed by the spring of 1994 when Kensington Campus will close.

While the plan's primary catalyst was the need to be cost-effective in an environment of severe fiscal restraint, another important reason for the project is to improve the learning environment of the college. The new classrooms and facilities have been carefully designed with input from a wide range of the college community.

Further phases of the Campus Development Plan will be implemented as appropriate funding becomes available.



• **FINANCIAL PLANNING WILL FOCUS ON  
CREATING A MORE COST-EFFECTIVE OPERATION  
WHILE MAINTAINING QUALITY AND SERVICE LEVELS.**

Severe financial constraints continue to challenge George Brown as a result of reduced provincial and federal funding.

These fiscal realities required the college to reduce its base budget by \$9 million dollars for the 1993-94 fiscal year — the largest financial adjustment George Brown has ever had to make. To meet the requirement, the Budget Committee, made up of administrators, support staff and academic union representatives, spent considerable time investigating ways of making the adjustment that would cause the least possible disruption in service to the college community.

Maintaining financial stability will continue to be a significant challenge for the college over the next few years. Some of the major initiatives in this area include:

**RESERVE FUND.** The 1993-94 financial plan calls for the college to retain a \$2-million minimum reserve fund. This represents about 2.4 percent of the college's total annual operating budget — well below historical guidelines for publicly funded institutions.

**BALANCED BUDGET.** The college intends to develop a financial plan for 1994-95 that will have as its objective a return to a balanced budget position. While acknowledging that severe financial challenges will continue, the college believes that by next year it will begin to experience some financial relief due to campus consolidation and other restructuring initiatives.

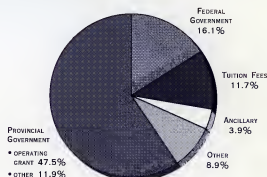
• **GEORGE BROWN COLLEGE WILL CONTINUE TO  
WORK AT DEVELOPING NEW SOURCES OF REVENUE.**

As government funding, both provincial and federal, continues to be uncertain, and the demand for education and training in the community and the workplace continues to grow, George Brown College must seek to develop other sources of revenue to ensure its ability to provide training and education to those who need it. As part of that effort, George Brown has launched these initiatives:

**FUNDRAISING.** The college is conducting a feasibility study to determine whether it should initiate a fundraising project in the community. The project would seek financial support for the physical renewal of the college's two main campuses.

**EMPLOYER SERVICES DEPARTMENT.** An Employer Services Department has been established to form strategic alliances and to market the college's education and training services to employers, unions, sectoral skills councils, joint workplace training committees and government agencies on a fee-for-service basis.

 **OPERATING BUDGET REVENUES  
1993-1994 (ESTIMATED)**



**SOURCE OF FUNDS**

FEDERAL GOVERNMENT	
APPRENTICE	8,175,000
DIRECT PURCHASE	4,525,000
OTHER	6,953,000
<b>SUB-TOTAL</b>	<b>19,653,000</b>
PROVINCIAL GOVERNMENT	
OPERATING GRANT	57,951,000
OTHER	14,476,000
<b>SUB-TOTAL</b>	<b>72,427,000</b>
TUITION FEES	14,263,000
ANCILLARY	4,765,000
OTHER	10,831,000
<b>TOTAL</b>	<b>121,939,000</b>

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**INTERNATIONAL MARKETS.** The college is expanding its work in the international arena to provide education services to students and workers in other countries, and to provide opportunities for international students to study at George Brown. In addition to its continuing work with the College of Arts, Science and Technology in Kingston, Jamaica, the college has new training agreements with government agencies in Egypt and Thailand. The Egypt agreement will provide training for displaced government workers. The Thailand agreement will develop twinning arrangements with polytechnical institutes in that country. George Brown College also has training agreements in place with the governments of Ireland and Grenada.

**METRO COLLEGE CONSORTIUM.** A pilot project to investigate the feasibility of a consortium of the four Metro Toronto colleges to jointly respond to new federal, provincial and local training opportunities received provincial funding under the Transitions Assistance program. While the Transitions funding is completed, the success of the pilot project was considerable and recommendations are now being developed proposing a permanent Metro College Consortium.

**• DEVELOPING HUMAN RESOURCES AND  
PROTECTING HUMAN RIGHTS IS AN ESSENTIAL  
PART OF THE CULTURE OF THE COLLEGE.**

George Brown College is located in one of the most culturally and racially diverse communities in Canada and is committed to fostering a culture of equity and respect for human rights for all members of the college community. In addition, the college recognizes that its greatest resource is its people, and is committed to providing leadership, professional development and support to staff through its human resources practices. Related initiatives include:

**EMPLOYMENT EQUITY.** In anticipation of Bill 79, provincial employment equity legislation, the college is proud of its efforts to address equity in the college community. Committed to the role of equal opportunity employer, the college has completed a census of all its employees to determine ethnic and racial composition. *Count Yourself In* was conducted under the direction of a joint management and union committee and response to the census was good. However, to ensure truly representative results, a follow-up census will be conducted in the fall. The results of the census will provide the college with the data needed to develop an employment equity plan. In addition, workshops on bias-free recruitment have been conducted for administrators, faculty and support staff involved in the hiring process.

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**DISCRIMINATION AND HARASSMENT.** The college is completing an internal complaints resolution system that will allow individuals to resolve complaints of discrimination and harassment within the college. This will include guidelines to augment the college's human rights policies, a centralized tracking system for complaints, and training of individuals who may be called upon to hear an appeal arising from an allegation of discrimination or harassment. The college is also continuing its training program across the college community to sensitize and help individuals to understand the issues, their rights and responsibilities, and to develop strategies to assist the college in achieving equity goals.

**STAFF DISLOCATION.** The college is proud of the support it provided to those employees who faced lay-off or the possibility of lay-off over the past year. College management and representatives of each union worked in a collaborative, consultative manner to minimize the impact of staff dislocation through strategies such as early retirement, non-replacement of staff through attrition and more efficient use of salary dollars. Career counselling and retraining were provided to those employees facing the potential of lay-off. These actions reflect the college's belief that, in the current environment of high unemployment, human resources cannot focus only on the professional development of existing staff. Precedence must be given to those people who have worked in and supported the institution but who are now being displaced, or who are susceptible to displacement.

**PERFORMANCE PLANNING FOR EXCELLENCE.** The college continued its efforts in developing a performance planning program. The program requires all staff members to participate with their supervisor in an annual review of performance, leading to the development of individual professional development plans.

**ESL STRATEGY.** George Brown College, in cooperation with several other colleges, received a grant from Transitions Assistance to implement a training program for college faculty who are not ESL specialists. The program provides these teachers with specialized teaching techniques and cultural training so they can better assist non-native speakers in their classrooms to overcome the language barriers to obtaining skills training. A manual and training guide for faculty has been produced.

**• ENROLMENT PLANNING WILL ATTEMPT TO BALANCE THE COMMUNITY'S NEED FOR ACCESS TO EDUCATION AND TRAINING WITH THE AMOUNT OF GROWTH THE COLLEGE CAN REALISTICALLY SUPPORT.**

Enrolment planning has been a difficult exercise for the college, given the high demand for education and training by the community and the uncertainty of funding in an era of government restraint. Nevertheless, the college decided to target an enrolment increase of 4.5 per cent for 1993-94 in an attempt to respond to the tremendous demand in the community. Some of the growth will be supported by an Economic Renewal grant from the Ministry of Education and Training which will allow the creation of new programs. The following new programs will be introduced in September, 1993:

**LABOUR MARKET LANGUAGE TRAINING I, II AND III.** As part of the college's ongoing commitment to its multicultural community, three new 12-week language training certificate programs have been created for adult learners of English as a second language.

**BUILDING RENOVATIONS.** More than half of every dollar spent today in the housing industry is spent on renovations. This new two-year diploma program — unique in Metro Toronto — is aimed at meeting the growing demand for people trained in building renovations.

**QUALITY ASSURANCE TECHNICIAN.** Companies around the world are recognizing the need for quality assurance to remain competitive. This two-year diploma program will provide students with the knowledge and skills required to develop and maintain quality assurance systems.

**MECHATRONICS.** Mechatronics combines the technologies of mechanics and electronics. In this new two-year diploma program — the first of its kind in Canada — students will learn to use mechatronics to design, install and maintain automated equipment and communications systems.

**COMPUTER NUMERICAL CONTROL PART PROGRAMMER.** This 32-week certificate program was developed to respond to industry's growing need for people with skills training in computerized manufacturing and production.

**METRO DISTANCE EDUCATION.** With a grant from the Transitions Assistance program, two distance education courses for people unable to attend regular classes were developed by the Metro Distance Education Project. **Introduction to Psychology** is a 15-week credit course in which students follow a home-study schedule with text, videos and weekly phone contact with a teacher. **Legal Implications in Health Care** is a required course for the Health Records Administration Diploma and national certification. Geared to people working in the health care field, the 15-week course features a text, study guide and weekly audio conferences. The course will run again in January, 1994. A final report on the work of the Metro Distance Education Project is being compiled.

GEORGE BROWN IS committed to helping resolve issues that affect the community college system as a whole.

**SOCIAL CONTRACT.** In its last annual report, the college expressed support for system-wide restructuring, identifying it as a priority for the college system. With the advent of the social contract, we are concerned that attention not be distracted from that important work. So far, social contract negotiations have consumed a great deal of time and effort, and two years of the contract have yet to be negotiated. It is important that, system-wide, we separate the social contract from the issues of restructuring and that progress continues to be made on both fronts.

**STUDENT NEEDS.** As restructuring progresses, a parallel process of data gathering on the needs of students is required so that a more client-responsive system results. Although program content needs are analyzed system-wide, there has been very little research done on adults who turn to colleges for retraining and their needs in terms of delivery mechanisms. While some colleges are doing this locally — George Brown recently conducted surveys of its first-year post-secondary, continuing education and apprenticeship students — we need a system-wide database to make sure that what we do in restructuring matches the needs of clients now and in the future.

**ONTARIO TRAINING AND ADJUSTMENT BOARD.** George Brown College supports the creation of the Ontario Training and Adjustment Board (OTAB) and its recently announced governing body. We continue to be concerned, however, about the role that community colleges will play in training in the province. The provincial government created the community college system in 1967 as an infrastructure to train and retrain adults in Ontario. Since then, hundreds of millions of public dollars have been invested in the system. We believe it is in the best interests of the people of this province that the government — through OTAB — continue to make maximum use of that investment. In that respect, we were encouraged to learn, in the province's announcement on welfare reform, that colleges will be a primary deliverer of the JobLink program.

**SCHOOL-COLLEGE COUNCIL.** The college actively supports and is participating in the newly created School-College Council and its work in clarifying the respective roles of school boards and colleges in adult education. We believe a resolution in this area of education and training will help to eliminate confusion for clients and increase the cost-effectiveness of institutions.

*Please  
input  
comments*

**SECTORAL INITIATIVES.** There is an increasing trend for industries within business sectors to join forces — both provincially and nationally — to provide education and training for their workforce. A tremendous opportunity exists for the college system to work as a unit with these various employer and employee groups in the provision of retraining.

**LEADERSHIP.** Currently, three separate and important bodies provide leadership to the college system: the Ministry of Education and Training, the Council of Regents, and the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO). While each of these has launched some important initiatives, there is confusion and overlap among them. There is a strong need for role clarification.

**GOVERNANCE.** We understand the Council of Regents is reviewing governance in the college system. We feel particular consideration should be given to the addition of another student governor. Students make up such a diverse population in community colleges today that it is difficult for one student representative to capture the range of student issues.

**TUITION FEES.** George Brown supports a thoughtful and thorough review of tuition fees to ensure that students are paying an appropriate share of the cost of their education. We believe, however, that such a review must consider all the dimensions of cost to students and the unique issues surrounding access to community colleges. Compared to university students, many college students are older, with debt already or obligations that prevent them from taking on significant debt. These factors should be taken into careful consideration.

**FEDERAL-PROVINCIAL RELATIONS.** The Canada-Ontario Agreement on Training expires in March, 1994, and a new agreement has not yet been signed. While we understand some of the reason for this delay was due to last year's Constitution debate, it is important that a new agreement be reached. With the impending federal election, colleges continue to be concerned about the uncertainty of their relationship with the federal government in regards to funding for training. This makes it difficult for colleges to plan for the future. As a system we need a firm agreement between the province and the federal government to take the place of the COAT agreement that expires on March 31. We urge the province to do what it can to resolve this issue as soon as possible.



## I. STUDENT ENROLMENT 1992-1993

### FULL-TIME PROGRAMS:

APPRENTICESHIP:	169,019.5 training days
CEIC DIRECT:	171,861 training days
POST-SECONDARY:	9,382.98 weighted funding units*
TUITION SHORT:	2,400.49 weighted funding units*

### CONTINUING EDUCATION COURSES:

FULLY FUNDED:	1,544.74 funding units*
UNFUNDED:	218,001.6 student contact hours*

\* Subject to final audit.

## II. GRADUATE EMPLOYMENT

SUMMARY	Graduates	Available for Employment				Employed			Salaries		
		Total Employed	Seeking Employment	Further Education	No Response	Full-time	Part-time	Unrelated	Starting Salary Range	Average Starting Salary	# of Salaries Reported
Business	397	167	64	38	128	131	12	24			148
Community Services	411	189	58	28	136	138	42	9			181
Fashion	131	51	19	17	44	36	6	9			28
Graphic Arts	184	80	41	5	58	57	13	10			75
Health Sciences	507	282	47	8	170	192	79	11			224
Hospitality	240	85	17	14	124	74	11	0			75
Performing Arts	10	6	3	0	1	4	0	2			4
Technology	376	109	60	74	133	91	2	16			81
College Vocational	29	7	13	1	8	3	2	2			4
<b>TOTAL</b>	2,285	976	322	185	802	726	167	83			820
Per cent		25%	25%			74%	17%	9%			84%



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